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ABSTRACT

This document includes a report describing the Precollegiate Enrichment Program at West Georgia College and a handbook developed by the program. The program was designed to meet both financial and volunteer needs of college students and to encourage children, ages 10-12, to continue their education past high school. Twenty academically talented college students needing financial assistance received stipends of $200 per quarter to be tutor/mentors to 20 disadvantaged children. The children were provided with tutorial enrichment sessions, monthly visits to the college, and field trips to cultural programs in the Atlanta area. External evaluation assessed the program as being very beneficial to the children, college students, and the community. The handbook developed by the program describes: (1) the program's purpose, assumptions, and objectives; (2) planning activities such as presenting ideas to key personnel, identifying and securing funding sources, and hiring and training staff; (3) guidelines for program activities, covering tutoring/enrichment sessions, campus socialization experiences, cultural awareness trips, the evaluation process, and tips from tutors. The handbook also includes an annotated bibliography of 13 items listed by both title and author. (DB)

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A HANDBOOK FOR DEVELOPING A PRECOLLEGE PROGRAM AND INVOLVING COLLEGE STUDENTS IN A COMMUNITY SERVICE PROJECT

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Funded by a grant from the Fund for the
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Purpose

This handbook is designed to assist higher education institutions in efforts to involve their students in a community service project that will provide an opportunity for children to learn about college life. It will chronicle processes and activities developed in a project sponsored at West Georgia College, 1987 - 1989, entitled The Precollegiate Enrichment Program (PEP). Specifically, the handbook will provide planning processes, examples of program ideas, funding resources and an annotated bibliography. While this particular program focused primarily on meeting the needs of minority students, it does not preclude the information being used for all students.

The major funding source for PEP was a grant from the Fund for the Improvement of Postsecondary Education, FIPSE, Innovative Projects for Student Community Service Program. The FIPSE program was created by Congress to encourage students to do community service in exchange for financial assistance or other services.

PEP Assumptions and Objectives

The program was planned based on the following assumptions:

- higher education institutions' resources should be available to enhance the quality of life of the communities in which they are located.
- a good college educational experience should include opportunities for public service for students.
- innovative strategies are needed to recruit and retain minority students to combat the nationwide decrease in the numbers of these students who are enrolling and graduating from colleges and universities.
- college students can be excellent role models for young children from disadvantaged home situations who often have few opportunities to learn about college.

The objectives of the program were:

- To design and implement a precollegiate enrichment program for children in the 5th and 6th grades.
- To employ and train college students to provide program services.
- To provide for volunteer experiences for minority student organizations.
- To identify and establish potential funding sources for the 1988 - 1989 program.
- To develop an evaluation plan to measure program effectiveness.

I. PLANNING ACTIVITIES

A. Present Ideas to top administrators and other key personnel

The idea of a precollege enrichment program was presented to the president of the college during the conceptual stage, to obtain his perception of the need for such a program, and what tentative resources might be available. The president saw the potential value of the program as a service the college could provide the community particularly young people from disadvantaged home situations, and at the same time give West Georgia College students the opportunity to defray some of their expenses by employing them as tutors.

Since the program would focus on 5th and 6th grade children, contact was made with the head of the Middle Grades Department in the School of Education who heartily endorsed the concept. Additionally, a faculty member of that department served as a resource person by conducting training sessions for tutors and providing grade level appropriate material for the program. Other key personnel members who were contacted during the conceptual stage were the Vice President for Public Relations who perceived a long term value of the project for the community and the college, and the Vice President of Student Services under whose aegis is found greek letter organizations, employment services, and Financial aid for students. Direct contact was made with the financial Aid Director to determine how employment in the program would impact students' financial aid.

B. Present ideas to local school administrators and community leaders:

The principal of Carrollton's middle school was contacted in the earliest stage of planning. He expressed enthusiasm for the concept and gave rationales of need. The program was a service the school had wanted for a long time, but for which there were no resources. To demonstrate support, the principal offered the school as the program site and promised to enlist the services of some of the teachers as advisory committee members. He also believed parental response would be positive and suggested contacts with parents be a joint venture between the school and the college. The concept also was discussed with several local black educators. They voiced the need for such a program based on significant changes they has seen in the attitudes of a number of black students during the past few years who were not considering college after completion of high school.

A meeting was held with the minister of a major black church in the city. He perceived the need for such a program to be a grave one and recently had organized a group of educators and others interested persons to discuss the establishment of a daily tutoring service at the church. This group was discontinued for a number of reasons unrelated to need. Thus the fact many local persons saw value in a similar type of program to PEP gave impetus to continuing its development.

C. Identify and Secure Funding Sources

PEP received multiple funding with the primary source being the Community Service Division of the Fund for the improvement of Post-secondary Education. Requests for proposals from FIPSE are announced on an annual basis. A stipulation for receiving a grant is the ability to match the funds with monies from local sources. Assistance in this endeavor was obtained from the West Georgia College Foundation, which operates as a separate entity, to secure external funds for the institution.

The following list contains names of foundations or corporations that are interested in funding projects related to precollege programs for disadvantaged and or minority students.

Air Products and Chemical
$1-$5000
Brief letter, one copy of full proposal
describe organization, purpose for funds, audited financial, tax exempt states

AMOCO
Precollege-careers engineering, science, and math
same as above adding expected benefits, evaluation criteria

Campbell Soup Fund
Minority Education $16,000 average-20,000
add amount already raised

Capital Cities Foundation
Precollege $1-10,000

Eastman Kodak
Precollege Sciences

International Multifoods Corp.
Precollege

Kimberly Clark
Minority education, student aid 1-5

Levi Straus
Precollege

Litton Industries
Scholarships

Macy R.H. and Company
Precollege

McKesson Foundation
Minority education student aid
lists of corporate and foundation contributors

Mead Corporation
Student aid, precollege

Norwest Corporation
Low income students

Polaroid Foundation
$1000-$5000

Sara Lee
Disadvantaged Students

UPS Foundation
Student aid minority education

Vulcan Materials
Precollege

Wells Fargo
Student aid

D. Hire and Train Staff

Program Coordinator - (12 hours a week) - supervised activities of the tutors, and coordinated enrichment session activities. Qualifications: graduate student in Education or the Social Sciences field.

Instructional Consultant - (6 hours a week) - provided liaison function between the children's teachers and the tutors, monitored activities during the tutoring/enrichment sessions, and developed enrichment sessions. Qualifications: teacher at the middle school.

Tutors - (6 hours a week) - planned tutoring sessions, met with assigned child twice a week and serve as leader of some enrichment sessions. Qualifications: demonstrated financial need, prior experience in working with children, and 2.7 or higher grade point average.

The program coordinator and tutors participated in training sessions prior to the beginning of the program. Topics covered during the sessions were the Preadolescent, Developing Tutoring Skills and Interpersonal Relationships. Training sessions also were held during the school year on a quarterly basis.

Administrative responsibility for the program came under the purview of the Assistant to the President for Minority Affairs at the college.

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II. PROGRAM ACTIVITIES

A. Tutoring/ Enrichment Sessions

The three components of the PEP were Tutoring/Enrichment sessions, College Socialization Experiences and Cultural Awareness Trips. The most intensive component, Tutoring/Enrichment sessions, was held twice a week 3:00-4:30 p.m. at the children's school. Each tutor was assigned to a child with whom he or she worked throughout to school year. The children in the program who were nominated by their teachers, had been assessed as having the potential and capabilities for going to college. Since most of the children were doing well in their classes, tutoring assistance was designed to help them maintain their high grades and introduce them to higher level academic work. A different academic area was explored each month during the enrichment sessions. Faculty members from the college, school instructors, and community leaders volunteered their time and expertise to conduct the sessions. Examples of enrichment activities for two months are as follows:

January-Language Arts

5 "New Year's Resolutions" Street school
12 Creative Writing project
17 Creative Writing project
19 Professor James Dahl-WGC English
24 Dr. Tom Davidson WGC-Language Arts
31 Dr. Steelmon WGC-Language Arts

February-Mathematics & Black History

2 Math-Mrs. Carpenter, Middle School
7 Math in Junior High-Mr. Hendrix
9 Math in Junior High-Mr. Walls
14 College Math-Mr. Butterworth-WGC
16 Visit to C & S Bank
21 Black History Month Presentation-Tutors & Students
23 Black History Month Presentation-Tutors & Students
28 Math Olympics

B. College Socialization Experience

The College Socialization Experiences involved bringing the children on campus for recreational and educational activities that were implemented by different sororities and fraternities. Each month a group planned a program for the children and participated with them in the activities. Examples of programs were: a storytelling session by the college librarian; tours of theart gallery, the computer center and the campus radio station, a film on drug abuse, and visits to the group members' dorm rooms. Highlights of these experiences for the children were the games the college students played with them, and the fact that each campus visit ended with a meal whereby the children and group members ate together.

C. Cultural Awareness Trips

The Cultural Awareness Trips were designed to expose the children to various cultural offerings in the Atlanta area. The tutors attended the outings with the children, and this was the first time that most tutors had been involved in such experiences. Places attended included a historical museum, and art museum, and a puppetry arts center.

D. Evaluation Process

An external evaluation consultant was hired to conduct a mid-year and end of year evaluation of PEP. In addition to conducting the evaluation, the consultant also developed the following:

1) a comprehensive evaluation design after a thorough study of the program proposal and statement of rationale;

2) a pre-/post-test evaluation instrument to be administered to the children participants twice a year (ideas from student tutors and program coordinator were sought prior to the development of this instrument);

3) a follow-up questionnaire for tracking the children participants through high school graduation;

4) an evaluation instrument to be administered to student organization representatives after campus activities;

5) an impact questionnaire to be administered to the children after college and cultural activities to assess their reactions.

6) a program evaluation instrument to be administered to student tutors at the end of each grant year.

Evaluation activities included the following:

1) a review of the program,

2) site observation of the children, tutors, program coordinator, and the instructional assistant,

3) review of internal records, and

4) scheduled interviews with the college president, the Foundation director, the school principal, teachers of children in the program.

E. Tips From Tutors

Tutors in PEP had the most direct contact with the children as they worked with them on an individual basis, twice a week. The following are suggestions tutors found to be beneficial:

1. On the first day, make the child feel comfortable by listening with high interest to what he is saying and sharing information about yourself.

   Method: Tutor and child ask each other 5 questions and then introduce the other partner to the total group.

2. Tutors should be a friend, and a person who gives support when things may not be going well.

3. Develop a "backup" folder of extra academic work that the child can do when there are no homework assignments.

   Method: Use teachers as the major resource for supplying additional materials.

4. In some situations, children will not need assistance with their homework, but it is most important that the tutors sit with them throughout that period of time. "Just being there" gives support to a child.

5. Children and tutors should have personal time together. This allows the opportunity for the child to open up and express feelings and concerns.

   Method: Taking a walk together inside the school or going outside are two strategies. The key aspect is to be away from the group.

6. Be creative. Develop educational games keeping in mind your particular child's interest and academic need.

   Method: Make up a fill in the blanks game pertaining to a subject like History and Science. Have a craft day where both the tutor and the child would work out a project together.

7. Assist with basic skills, particularly correct usage of grammar, should be a continuous responsibility.

   Method: Provide extra writing and spelling activities. Work on conservational English through games.

8. Establish ongoing contact with parents so that the child will know that his parents are interested in the program.

   Method: Telephone contacts should be made with parents every six weeks.

9. Some children may have stressful family problems. Let them know that you are available to talk about all of their concerns. Remember, the child may not open up and should not be pushed to do so.

10. Occasionally discipline problems will occur with a child such as lying or being uncooperative.

    Method: -talk with the teacher
    -contact parents
    -talk directly with the child about the action

11. Being patient with a child is important. It may be necessary to review classwork in which a child is having difficulty, several times.

III. ANNOTATED BIBLIOGRAPHY, PRECOLLEGE, AND MINORITY RECRUITMENT PROGRAMS

A. By Author

Burch, Sallis (1988, February 1) Knowledgeable parents: Key factor in retention. Black Issues in Higher Education, p. 5.

Parents and institutions considering the needs of each student are two main factors that will help the success of Black students. Parents need to look at the institutions they are choosing for their children and see if they meet the needs of their child. The most prestigious college may not be the right choice for some students. The school may not have a lot of interaction between students and faculty, and this may be a negative factor in the retention of students.

Clark, Gillian F. (1988, February 15). Campus environment critical to minority retention. Black Issues in Higher Education, pp. 12 - 14.

The enrollments of minorities in college fell from 32% to 27% (Black high school seniors) between the years 1975 and 1985. Formerly, the concern was how to attract minorities to college, now it is how to keep them there. A major problem is the campus environment. Racial tension is a problem at many colleges and this discourages minority students from attending. In a report by Michael Nettles titled, "Toward Black Undergraduate Student Equality In American Higher Education," ideas are given to help the problem of Black students. Some of them are: the presence of Black faculty, faculty interaction with the students, and an examination of the ways that black students could feel comfortable in their own institution.

Cordes, Colleen, Colleges try to attract women and minority students to the sciences. Chronicle of Higher Education, pp. 1, 33, 39.

Institutions need to try to attract more minorities to the fields of science and engineering. For women, the number graduating with degrees in these two fields has levelled off, and in some cases it has dropped. The total number of black students graduating with bachelor's degrees has been dropping since 1981. The low number of graduates will lead to a shortage of professors as some retire and others go on to better paying jobs. To combat this problem, colleges will have to adjust their programs to include these minorities. They will have to implement bridge programs, get rid of outdated attitudes, involve parents of minority students, and offer special help to students who show promise in these fields.

Collison, Michelle N-K (1988, September 28). Black students cite finances as chief reason for dropping out, Oberlin study finds. Chronicle of Higher Education, pp. 1-34.

A two year study was conducted at Oberlin College analyzing the reasons black students' graduation rates were 10% lower than white students. The study is entitled, "Black Student Persistence to Graduation at Oberlin College." The study analyzed former students, graduates and dropouts, and current students. College officials felt that the graduation rate of blacks (50%) was unacceptable. Officials were also confused as it was

found that these students were the most highly motivated and showed the most academic promise. These concerns are being voiced not only at Oberlin, but at colleges nationwide. The students said that finances were the main reason for leaving college, but the study found no evidence of this. Students also spoke of subtle prejudice and rejection. From this information the college will try to improve financial aid counseling, and develop programs to increase cultural and racial awareness.

Devarics, C. (1988, September 1). At risk youth need motivation, attention to succeed, coalition says. Black Issues in Higher Education, pp. 1 - 8.

A coalition of youth advocates said that today's at-risk youth need sustained individual attention to overcome poverty barriers. This could be jointly done by the government, education and the private sector. People don't understand that poor youth need money (job or stipend) to help them further their education. The most progress has been made in programs that are jointly funded by government and business. These programs need leadership, commitment and stability from all people involved to be successful. Also needed are a minimum wage increase and child care legislation. With average incomes down 26% over the past 13 years, education remains the key to helping the youths of today.

Devarics, C. (1988, February 1). I have a dream foundation guarantees college tuition for high school grads. Black Issues in Higher Education, pp. 3 - 10.

Eugene Lang, a New York industrialist, has founded a program called the "I Have a Dream Foundation." The program is designed to help inner-city children have an opportunity to go to college. In this program, Lang has offered to pay the college tuition of a class of sixth graders if they graduate from high school. The results of his offer have been very positive. Half of the children in Lang's class have already graduated and the other half are to graduate this year. The options of the class are divided between half going to four year colleges and the other half have guarantees for vocational training jobs and services. The success of the program has led to about 100 other classes being supported in 20 cities by other business people such as Lang. Even with the good results that come from programs like this, it should not be thought of as a substitute for governmental support and aid. For a school to be selected, the geographic location must be considered, as well as the commitment of the school and the community. An up front investment of $250,000 is also required of the business to support the school. This is just a start for the program, whose ultimate goal is to have more businesses adopt schools, and to have all levels of government offer more education and job opportunities.

Evangelaut, J. (1988, September 28). Minority groups continue gains on admissions tests. Chronicle of Higher Education, pp. A 1, 32.

This year, 1987, most minority high school students increased their cores on the ACT and SAT, but overall average scores changed little. The number of students taking the SAT increased 5%, to 1.1 million, while the number of students taking the ACT increased 8% to 842,000. Typically, the more students that take the tests the greater the number of lower scores, but Black and Mexican-Americans scores have improved. These students are doing better, and they are taking more rigorous courses.

Jobe, C. (1987, September 1). College prep mentoring program improves students' reading comprehension. Black Issues of Higher Education, pp. 5.

A four week summer tutorial program raised 25 black students' median reading level by almost three grades. (6th to 9th) The program was

designed to help students improve their college preparatory skills. The program was led by five black Western Illinois University students under the supervision of a junior high school teacher. Major focuses were on improving the students' critical reading, which included reading comprehension, writing and study skills. The students were tested at the beginning of the program and at the end of every week. The students read novels, wrote narrative stories, essays and how-to-articles. The program's future is now in doubt due to state budget cuts, despite its success. The program was designed to show students that no matter where they are from they can go to college, be successful and graduate.

Magner, D. (1988, October 12). Young people found widely misinformed about cost of college. Chronicle of Higher Education, pp. A 1 - A 34.

A Gallup poll found that most high school students think that college cost 3 times as much as it really does. Results of the poll will help high school counselors and college admissions officials be more aware of what needs to be made clearer to these students. Some misconceptions revealed in the poll are: one-fourth of the students didn't know financial aid was available from anywhere except the government. They also believed that only poor families could receive financial aid. Eighty-eight percent of the students whose parents went to college said that they would attend. This number dropped by almost one-half for those whose parents were high school dropouts. Even if the student decided to or not to go to college, 90% felt as if they would succeed. The main reason for those deciding not to attend was lack of money.

Odum, M. (1988, July 23). Group's "Smart" program encourages girls to study science, math. The Atlanta Journal and Constitution.

The Girl Scouts of America are starting Operation SMART (Science, Math and Relevant Technology). The program is designed to increase the interest of girls ages 6 to 18 in these areas. Research has shown that girls take only the bare minimum of math and science courses in high school or stop after middle school. The first Operation SMART was piloted in New York in 1985 and will be in Atlanta at the beginning of 1989. The program will be divided up into age groups and will include science projects, field trips and meetings with female professionals in related areas and educational and civic leaders.

Turner, M. (1988, February 1). Student affairs and services: An integral part of student retention. Black Issues in Higher Education. pp. 18.

In the 1980's more concern was placed on student recruitment and retention at colleges and universities. As traditional student prospects changed, along with budget cuts, adjustments had to be made in recruiting and retaining students. High school GPA, and academic aptitude contribute to retention, while some factors in the college environment detract from it. A greater emphasis needs to be on interaction between students and their institution. If there isn't one, the student will feel uncomfortable and will be more likely to leave. Involvement on campus is a main factor on the satisfaction and success of students. For minority students, it is much harder, as they may feel isolated, especially at predominantly white schools. Student affairs services have an obligation to help minority students feel comfortable with their surroundings and provide services for them. An Office of Minority Affairs is an example of a service to help students be more involved on campus and would cater to their special needs. Whether or not the needs are met, both academically and non-academically, would greatly determine if students were to achieve success or fail at college.

White, B. (1988, November 21). Merrill Lynch is investing in a group of first graders. Atlanta Journal and Constitution, pp. 1A, 14A.

The Merrill Lynch Foundation has guaranteed that 25 disadvantaged first graders will have the money to attend college if they graduate in the year 2000. The school selected is Capital View Elementary School. The selection was done by Atlanta School Superintendent, J. Jerome Harris. The student body composition is about 87% black and very poor. The school's 3 white first graders were automatically included and a lottery process was used to decide between the 77 black first graders. The student does not have to stay at that school as long as the officials are notified of the student's transfer. The program also includes a tutoring program. A school social worker has been assigned to the children, and they will be monitored through high school. Students will receive money to cover all college costs for 4 years and those who join the service or get a full-time job will receive a one-time stipend.

Winkler, K. J. (1988, November 9). Minority students, professors tell of isolation danger in graduate school. Chronicle of Higher Education, pp. A 15, A 17.

The number of minority faculty will not change unless there is a change in the number of minorities in graduate school. But many minority students feel that the problems associated with going to graduate school are too high. Discrimination is still a problem, but it is in a more subtle form. Students also feel isolated because of the small number of minority peers and faculty to serve as role models. The students must also conform to the general mold, leaving behind their racial or ethnic identities. To solve some of these problems, students must come together to work with others in the same situation, find a minority faculty mentor, and most of all, stay in graduate school.

B. By Title

Black enrollment reported stagnating in South. (1987) Black Issues in Higher Education, 3 (19), 11, 12.

Black enrollment in colleges nationwide, decreased 3 percent from 1980 to 1984. In the south, black enrollment was up only 2 percent in this time period, and the south has 45 percent of the Black population in this country. A report from the Southern Regional Education Board entitled, "1986 Fact Book on Higher Education", gives detailed statistics of the problem. The report includes 15 southern states and finds that these states award very little of their financial aid based on a student's need for it. Data were also given indicating that more black students are enrolling at 2 year colleges.

Consortium receives $560,000 for minority scholarships (1988, March 1) Black Issues in Higher Education, pp. 6, 9.

Oberlin, Williams, Mount Holyoke, and Carlton colleges will come together to implement a Research Scholar Program for Minority Students. The grant of $560,000 comes from the Ford Foundation and the Andrew W. Mellon Foundation. The program is designed for minority students to consider teaching in colleges and universities. The reason for this program is the few number of minorities in higher education. The National Research Council reported that 26.5% fewer doctorates were awarded to Black Americans in 1986, as compared to 10 years ago. The colleges reported an underrepresentation of minorities in faculty and administrative positions. The program will select sophomores, juniors or seniors from the minority groups.

Duke seeks to attract more minority students to science. (1986) Black Issues in Higher Education 3 (12), 5.

A pilot program designed to increase the representation of minorities in the sciences was conducted at Duke University. Five minority students were given experience with working on research projects in Duke's chemistry department. The students, three high school and two college, all agreed that the program was very beneficial. Two of the projects the students worked on were research on the photo-chemical reactions of molecules and the structure of reactive intermediates. Both students and professors were found to be enthusiastic near the end of the program and there is anticipation of continuing it. The program was reviewed and sponsored by the National Science Foundation.

Forum gives ACE ideas for handbook on minority recruitment and retention (1988, February 1). Black Issues of Higher Education, 4, pp. 20.

The American Council on Education will be publishing a handbook on the recruitment and retention of minority students. Ideas and strategies will be compiled on how to gain more minority participation. The participants in the forum gathered ideas on the things they could do to solve this problem. Some groups suggested that the importance of minority recruitment and retention be listed as policy statements. Another suggestion was for the dean, department head or president to set an example by having a diversified staff. Other suggestions were: build bridges to high schools and community college, have mentoring programs for minority students, provide faculty workshops on how to teach mixed groups of students, and establish an office for Vice President of Minority Affairs.

Hispanic educators test plan to improve colleges' retention of minority students (1988,June 1). The Chronicle of Higher Education.

The Hispanic Student Success Program is a recruitment and retention program designed for Hispanic students in the Rio Grande Valley and in San Antonio. The program will be run by the Hispanic Association of Colleges and Universities. It is designed to reach as many as 10,000 students. By 1992, the project wants to increase the high school graduation rate to 70%, from its current rate of 55%, raise the college going rate from 40% to 60% and to raise the college graduation rate from 32% to 45%. The project will be expensive-estimated at a cost of 4-4.5 million dollars. The Pew Charitable Trusts of Philadelphia gave the project a $2.1 millions grant to combat this high cost. Components of the program include: academic enrichment services for students as early as the fourth grade, workshops to help parents and partnerships with community action groups.

Kean urges Nation's campuses to step up efforts for minorities (1986, December 1). Black issues of Higher Education 3, pp 1, 11.

During the College Board's annual meeting, Governor Thomas Kean of New Jersey urged members to make the recruitment and especially the education of the minority student top priorities at their institutions. He said that minority recruitment on New Jersey campuses is up to 15%, but the real challenge is to graduate these people. Minority students have been perceived as a drain on resources by institutions which was attacked by Governor Kean as narrow minded. He said that it was the college's mission to put out leaders and this means there must be minority leaders also. In a New Jersey state program this year, minority children from high schools and elementary schools will be on college campuses to get a feel for college and to let them see that they can also attend. Instead of lowering standards, institutions should raise student through tutoring, extra courses, or counseling programs added to the existing standards.

Middle school years critical for female and minority students in math, science and computer science. Black Issues in Higher Education 4 (9), pp. 3,5.

A major report titled, "Sex & Ethnic Differences in Middle School Mathematics, Science and Computer Science: What Do We Know?" has been published by the Ford Foundation and the researchers at the Educational Testing Service (ETS). The report reviewed over 400 studies concerning the participation and/or performance of girls and minority students in math, science or computer science during the middle school years.When compared to white students, minorities show substantially lower rates in math and science tests. As these students go on to high school, many of them do not go on to the more advanced math and science courses, keeping them from the better (technological) paying jobs in the future. The report offers several factors that may help students become aware of and interested in technical fields and to develop their competence and self-confidence.

Minorities encouraged to become business professors. (1987) Black Issues in Higher Education. 4 (9), 3,5.

Faculty positions are open with a salary range from $40,000-$50,000 dollars in almost any college or university's school of business. The main target is for ethnic minorities or women in the field of economics, statistics, computer science, accounting, mathematics, psychology, sociology, political science, industrial engineering, physics of business administration. In some cases, there are almost four openings for every doctoral students who graduates. The popularity of business schools has lead to a shortage of doctoral level faculty to teach graduate and undergraduate students. So many schools have to limit enrollment to the different departments of business and students cannot go into the school of their choice. The American Assembly of Collegiate Schools of Business (AACSB), along with the Graduate Management Admissions Council (GMAC) are providing fellowships to recruit those high caliber students into graduate studies.

Minority undergrads prepare for graduate study in economics. (1987) Black Issues in High Education. 4 (9), 2.

The American Economics Association program is being hosted by Temple University this summer. The program is an intensive eight week program designed to increase the number of minority students studying economics at the graduate level. The program is funded by the Sloan Foundation and has existed for more than 15 years. The program has 3 courses: microeconomics, macroeconomics, and mathematics for economists. Along with the courses, there are weekly seminars with prominent business leaders and government leaders who discuss economic issues and career opportunities. Selection of the students is based on SAT scores, as well as other factors. Each student receives free tuition, room and board, books, a $1,200 stipend, and the AEA pays for transportation to and from Temple University.

New York Medical School recruits precollege students (1986 November 15). Black Issues in Higher Education, pp.8

Students are being recruited by the New York State's 14 private and public medical schools because the schools have failed to attract many Black and Hispanic students. The students are being reached by their junior and senior years in high school to try to prepare them for college and medical school. There has been a low percentage (8.5%) of minority enrollment compared to a 20% minority population, which leads to a shortage of minorities in the medical schools. Major reason are: low numbers of qualified minority applicants, high medical school dropouts rates and financial barriers for low income families.

Recruitment and admissions procedures found to hinder minority access to graduate school. (1986) Black Issues In Higher Education. 3 (12), 1.

Fewer federal funds have made the number of minorities going to graduate school fall to an all-time low. Limited recruiting is a form of discrimination adding to this decrease. The traditional practice of advertisements, alumni referrals, and professor recommendations limits the number of people that are recruited. If there are to be more minority faculty, there have to be more minorities with Ph.D. degrees. The fact that minorities don't score well on tests, brings up the possibility that the GRE (Graduate Record Examination) may not be measuring what it should. The research was presented at a conference for the American Association of Universities' Association of Graduate Schools.

Report signals push for minority participation (1988, June 6) Higher Education and National Affairs pp. 1,6

American Council on Education has published a book on the need for minority participation in higher education. It is titled, "One Third of A Nation." The council plans for a push to help achieve more minority participation. Some ideas are: publication of successful strategies to recruit and retain students in a handbook, more cooperation between town and four year college and expansion of affirmative action. Forty-two percent of public school children will be minorities or others in poverty by the year 2000. More strategies are needed to help bring the minorities into the mainstream of America.

Technological firms have stake in minority education. (1988,June 14) The Atlanta Journal and Constitution p. 6B.

Changing demographic trends have made the need for more engineers more prevalent today. Corporations realize that the engineers of the future won't be from the pool of white males as it has been in the past. There aren't enough white males, so the corporations see it as giving people a chance along with taking care of the future. To encourage the study of science, especially in minorities, who have had little or no interest in the sciences, a bridge program has been offered to minority students. The bridge program takes high school students to college campuses to increase their interest and knowledge of sciences and also provides scholarships and support services.

Winona State, IBM program targets recruitment and retention. (1986, October 15) Black Issues of Higher Education, pp. 9.

Winona State and IBM sponsored a program designed to encourage minority students to go to and stay in college. The program also encouraged the youths to make learning an enjoyable experience. There were 32 students involved, with an even number of girls and boys, and a racial mix of Blacks and Southern Asians. The program is called "MY BEST" (Minority Youths: Backing Each Other's Strengths and Talents). The program offered workshops and group discussions on personality testing, career developments and self-concept development. The students also worked on computers, and they all would like to participate in the program again.

rec'd. 2/6/90 - HE

Grantee Organization:

West Georgia College
Maple Street
Carrollton GA 30118

Grant No.:

G008730550

Project Dates:

Starting Date: October 1, 1987

Ending Date: September 30, 1989

Number of Months: 23

Project Director:

Jacqueline R. Michael
Assistant to the President for Minority Affairs
West Georgia College
Carrollton GA 30118
Telephone: (404) 836-6414

FIPSE Program Officers: William Thompson
John Donahue

Grant Award:		
	Year 1	11,452
	Year 2	8,858
	Total	$20,310

The Precollegiate Enrichment Program, at West Georgia College, Carrollton, Georgia, was designed to meet some of the financial and volunteer needs of college students and to encourage children ages 10 - 12, to continue their education past high school. Twenty children participated in the program which included tutorial enrichment sessions, monthly visits to the college, and field trips to cultural programs in the Atlanta area.

Twenty academically talented college students needing financial assistance received stipends of $200 per quarter to be tutor/mentors for the children. An external evaluator assessed the program as being very beneficial to the children, college students, and the community.

Jacqueline Michael
West Georgia College
(404) 836-6414

TITLE OF PROJECT PRODUCT: A Handbook For Developing A Precollege Program and Involving College Students In A Community Service Project.

EXECUTIVE SUMMARY

Precollegiate Enrichment Program
West Georgia College, Carrollton, Georgia 30118
Jacqueline R. Michael, Project Director
(404) 836-6414

PROJECT OVERVIEW

The Precollegiate Enrichment Program (PSP) at West Georgia College, Carrollton, Georgia, was designed to involve college students, as employees and volunteers, in meeting the academic, social, and cultural needs of fifth and sixth grade children in the community. Twenty academically talented college students (70% black, 30% white), in need of financial assistance, were paid $200 an academic quarter to be tutor/mentors. Additionally, approximately sixty members of minority student organizations served as volunteers to provide college socialization experience when the children visited the campus. College faculty, junior high and high school teachers, and community leaders also volunteered their time and expertise to the program. The components of PEP were twice a week, tutorial and enrichment sessions, monthly visits to the campus, and field trips to cultural activities in the Atlanta area.

PURPOSE

The Precollegiate Enrichment Program had a three pronged purpose: to encourage disadvantaged children to aspire for a college education, to reduce the indebtedness of minority college students, and to involve minority students as volunteers, in meaningful community service projects.

BACKGROUND

West Georgia College, a residential, liberal arts institution in Carrollton, Georgia, with an enrollment of 7000 students has had a long standing positive working relationship with the city. Local school systems, social service agencies, and businesses have provided internships and practicums for students, and the community uses the resources of the college on a frequent basis.

The strong support received from the president of the college during the conceptual and planning stages was a key factor in the successful implementation of the program. Administrative offices and academic departments provided assistance throughout the tenure of the program.

PROJECT DESCRIPTION

Tutoring/Enrichment Sessions were held twice a week at the children's school. Each college student was assigned to a child with whom he/she worked throughout the school year. A different subject area, i.e., Foreign Languages, Art, was explored each month during the enrichment sessions. The College Socialization Experiences were conducted each month by a different fraternity or sorority, who planned recreational and educational activities for the children when they were brought to the campus. The children and tutors were involved in the Cultural Awareness Trips. Places visited included a historical museum, and a puppetry arts center.

PROJECT RESULTS

Mid-year and end-of-year evaluation of the program were conducted by an external consultant. Assessments of the program were elicited from the president of the college, the school principal, the project director, college student employees, college student volunteers, parents, teachers, and children participants. At the end of the two-year period, the evaluator reported that "the Precollegiate Enrichment Program has been exceptionally successful in impacting the lives of its college student tutors, as well as those of its children participants." It was noted that the long term impact on the college students will be seen "as they enter the world of work and the communities in which they will reside, willing to render service where needed".

SUMMARY & CONCLUSIONS

The Precollegiate Enrichment Program met its established goals and was considered to be a beneficial experience for college students, the children, West Georgia College, and the Carrollton community. Another proposal based on PEP has been developed which would involve 100 children and college students with a program emphasis designed to stimulate children's interest in the field of Mathematics, Science and Teacher Education.

PROJECT OVERVIEW

The Precollegiate Enrichment Program at West Georgia College was conceived as a way to involve college students, as volunteers and employees, in meeting the academic, social and cultural needs of fifth and sixth grade children in Carrollton, Georgia. The objectives of the project were as follows:

-design and implement a precollegiate enrichment program for children in 5th and 6th grades

-employ and train minority college students to provide the program services

-provide opportunities for volunteer experiences for minority student organizations

-identify and establish contacts with potential funding sources

-develop an evaluation plan to measure program effectiveness

The core of the project was a tutoring/enrichment program for 20 children, 10 per year, who attend a middle school, in close proximity to the college. Program components were twice a week tutorial sessions, monthly socialization to college experiences, and cultural awareness activities. The primary staff for the program were 20 academically talented college students (70% black, 30% white) who are in the need of financial assistance to continue their education. These students were paid $200 an academic quarter to be tutors and group leaders. In addition, approximately sixty members of minority student organizations served as volunteers to provide college socialization experiences when the children made visits to the campus. An advisory committee composed of

representatives from the community, the targeted middle school, and the college, provided recommendations and resources during all stages of the project.

An evaluation of the project, conducted by an external consultant after each program year revealed that the college students perceived the experiences as being quite beneficial to them. However, the stipend received for services performed, $200 a quarter, was more of an auxiliary than a major financial aid for them. The children participants, their parents, teachers, and school administrators were very positive in their assessment of the program.

PURPOSE

Problems Addressed in the Project

The Precollegiate Enrichment Program had a three pronged purpose: to encourage disadvantaged children to aspire for a college education, to reduce the indebtedness of minority college students, and to involve minority students in meaningful community service programs.

Purpose: to encourage children to aspire for a college education

Many children who live in disadvantaged home situations do not consider college as a future goal. In fact, recent studies indicate that the school dropout rate for these children is now beginning in middle school. Generally the children are unfamiliar with aspects of college life as persons in their environment, i.e., family members and friends have not had a postsecondary educational experience. They need role models who can show them many of the

career options the modern age offers. It is crucial that their minds and talents be stimulated at an early age or the consequences for them may well be unemployment and poverty in their adult lives. The children selected to participate in the project were twenty 10-12 year olds who attended the city's middle school, and who lived in disadvantaged home situations based on being recipients of reduced or free lunches.

Purpose: to reduce indebtedness of minority students

The prevalent concern in higher education today concerning the large indebtedness incurred by many students who must borrow money to pay for their college expense has been addressed quite adequately in the request for proposal guidelines. However, this problem is extremely crucial for minority students because a high percentage of their families have incomes at or below the level of poverty, thus securing a loan becomes the only option. Since 1980, the number of Black students enrolling in colleges has declined steadily and it is believed that this decline is directly related to federal policy changes that have reduced the amount of aid available to needy students. These changes have pushed many students out of school or have forced them to go into debt to continue their education. Six hundred and twenty-five black students, 61 percent, at West Georgia College obtained loans during academic year 1988-89. A major reason given by students for withdrawing from school, was inadequate financial aid. Employment opportunities provided by the Precollegiate Enrichment Program were seen as a strategy for addressing these needs.

Purpose: to involve minority students in meaningful community service programs

In addition to financial concerns, there are social factors that impact a minority college student's educational experience. Attrition studies of minority students on predominately white campuses have cited the feeling of isolation both on and off campus as a major reason for withdrawal from college. Fourteen percent of West Georgia College's students are black, 1,022 out of 7,252. While support programs on campus for minority students have been established, there is a need for a structured program to involve students in the off campus community.

BACKGROUND

West Georgia College is a coeducational, residential, liberal arts institution with an enrollment of 7,000 students. The institution is a fully accredited senior college within the State University System of Georgia. It is located in Carrollton, Georgia, population 16,000 and is the only public institution of higher education in that area. For many years the college has had a positive working relationship with Carrollton and has contributed to and been a beneficiary of the city's growth and development. West Georgia College voluntarily integrated in 1962. The local school system, social service agencies, various media systems and businesses have provided internships and practicums for West Georgia students. Community organizations use the resources of the college on a frequent basis.

West Georgia College is committed to enhancing and maintaining its positive relationship with Carrollton. This community service project is an example of the commitment. It was designed to have a positive impact on some of Carrollton's young citizens, and provide for the employment and volunteer needs of minority students at the college.

Strong support though all phases of the project was received from the president of the college. He designated the source of funding to pay the tutors, i.e., the West Georgia College Foundation. It had been proposed that the Pepsi Cola Company would be a major contributor to the program, however, they were not able to assist the project in this manner. Therefore, the president's response to paying the tutors was extremely crucial for the implementation of the project. Other administrative offices, Budget and Research, Public Relations, Financial Aid and Academic Affairs provided assistance throughout the tenure of the program.

PROJECT DESCRIPTIONS

Tutoring/Enrichment Sessions

The three components of the PEP were Tutoring/Enrichment Sessions, College Socialization Experiences and Cultural Awareness Trips. The most intensive component, Tutoring/Enrichment Sessions, was held twice a week 3:00 - 4:00 p.m. at the children's school. Each tutor was assigned to a child with whom he or she worked throughout the school year. The children in the program who were nominated by their teachers, had been assessed as having the

potential and capabilities for going to college. Since most of the children were doing well in their classes, tutoring assistance was designed to help them maintain their high grades and introduce them to higher level academic work. A different academic area was explored each month during the enrichment sessions. Faculty members from the college, school instructors, and community leaders volunteered their time and expertise to conduct the sessions.

College Socialization Experiences

The College Socialization Experiences involved bringing the children on campus for recreational and educational activities that were implemented by different sororities and fraternities. Each month a group planned a program for the children and participated with them in activities. Examples of programs were: a storytelling session by the college librarian; tours of the art gallery, the computer center and the campus radio station, a film on drug abuse, and visits to the group members' dorm rooms. Highlights of these experiences for the children were the games the college students played with them, and the fact that each campus visit ended with a meal whereby the children and group members ate together.

Cultural Awareness Trips

The Cultural Awareness Trips were designed to expose the children to various offerings in the Atlanta area. The tutors attended the outings with the children, and this was the first time that most tutors had been involved in such experiences. Places attended include a historical museum, and art museum, and a puppetry arts center.

Evaluation

An external evaluation consultant was hired to conduct a mid-year and end-of-year evaluation of PEP. Evaluation activities included the following:

1) review of the program,

2) site observation of the children, tutors, program coordinator, and the instructional assistant,

3) review of internal records,

4) scheduled interviews with the college president, the Foundation director, the school principal, teachers of children in the program,

5) written reports of project at mid-year and end-of-year.

Suggestions from Tutors

Tutors in PEP had the most direct contact with the children as they worked with them on an individual basis, twice a week. The following are suggestions tutors found to be beneficial:

1) On the first day, make the child feel comfortable by listening with high interest to what he is saying and sharing information about yourself.

   Method: Tutor and child ask each other 5 questions and then introduce the other partner to the total group.

2) Tutors should be a friend, and a person who gives support when things may not be going well.

3) Develop a "backup" folder of extra academic work that the child can do when there are no homework assignments.

   Method: Use teachers as the major resource for supplying additional materials.

4) In some situations, children will not need assistance with their homework, but it is most important that the tutors sit with them throughout that period of time. "Just being there" gives support to a child.

5) Children and tutors should have personal time together. This allows the opportunity for the child to open up and express feelings and concerns.

Method: Taking a walk together inside the school or going outside are two strategies. The key aspect is to be away from the group.

6) Be creative. Develop educational games keeping in mind your particular child's interest and academic need.

Method: Make up a fill in the blanks game pertaining to a subject like History and Science. Have a craft day where both the tutor and the child would work out a project together.

7) Assist with basic skills, particularly correct usage of grammar, should be a continuous responsibility.

Method: Provide extra writing and spelling activities. Work on conversational English through games.

8) Establish ongoing contact with parents so that the child will know that his parents are interested in the program.

Method: Telephone contacts should be made with parents every six weeks.

9) Some children may have stressful family problems. Let them know that you are available to talk about all of their concerns. Remember, the child may not open up and should not be pushed to do so.

10) Occasionally discipline problems will occur with a child such as lying or being uncooperative.

Method: -talk with the teacher
-contact parents
-talk directly with the child about the action

11) Being patient with a child is important. It may be necessary to review classwork in which a child is having difficulty, several times.

PROJECT RESULTS

Mid-year and end-of-year evaluations of the program were conducted by an external consultant, Addie Shopshire-Rolle, Ph.D. who is thoroughly familiar with reporting procedures and requirements for federal programs. Dr. Shopshire-Rolle has been an evaluator of such programs for ten years. Her findings on the project results, and a summary of the end-of-year evaluation reports are given for each program year.

IMPLEMENTATION ACTIVITIES AND ASSESSMENT OF THE 1987-1988 PROGRAM

Implementation Activities

The task of program director in launching PEP can best be described as gargantuan. She successfully conceived the idea and brought it to fruition with the assistance and support of West Georgia College President Maurice Townsend. Many preliminary activities, too numerous to specify, have been completed. To fulfill objective number one, that of designing and implementing a precollegiate enrichment program for children in the 5th and 6th grades, a cooperative relationship was established with the middle school and its principal, the program concept was introduced to the school staff, and a program coordinator, ten tutors, a student assistant, an instructional assistant and a program evaluation consultant were recruited and hired for the program.

In response to the second objective, that of employing and training college students to provide program services, ten students who were in good academic standing and who needed financial

assistance were employed to be tutor/mentors. Training sessions for students were conducted as set forth in the proposal. Once session was led by a West Georgia College faculty member whose area of specialization is the middle grades child. It was necessary to replace tutors in several instances for various reasons.

Objective three, providing opportunities for volunteer experiences for minority student organizations, has been fulfilled. The program concept received enthusiastic support from the Black Greek Council. Representatives of specific greek letter organizations met with the program director and plan activities for the children's visit to the campus each month.

Objective number four--identifying and establishing potential funding sources for the 1988-89 program--has been addressed in the 1988-89 proposal submitted to FIPSE. Compensation for student employees will again be sought from private corporations, with the assistance of the West Georgia College Foundation. Additionally, in order to continue the program after October 1989, strategies for fundraising are being considered.

With the submission of this end-of-year evaluation report, all activities relating to the fifth objective will have been completed. A thorough mid-year evaluation was conducted by the evaluation consultant and a written report (with recommendations) was submitted as is called for in the evaluation plan. Other tasks relating to this same objective accomplished by the external evaluation consultant prior to this time include the development of the following:

1) a comprehensive evaluation design after a thorough study of the program proposal and statement of rationale;

2) a pre-/post-test evaluation instrument administered to the children participants twice a year (ideas from student tutors and program coordinator were sought prior to the development of this instrument);

3) a follow-up questionnaire for tracking the children participants through graduation from high school;

4) an evaluation instrument administered to student organization representatives after campus activities;

5) an impact questionnaire administered to the children after college and cultural activities to assess their reactions.

6) a program evaluation instrument administered to student tutors at the end of each grant year.

ASSESSMENTS

Student Tutors

All student tutors interviewed during site visits expressed pleasure and pride to be involved with PEP. Each tutor cited the one-on-one relationship as a definite strength of this program and noted the personal benefits of their participation in PEP. The student tutors reported that though the stipend is small, it provided help with some of their miscellaneous expenses such as books, supplies, and food. One or two students mentioned paying off interest on student loans and saving to pay on student loans. The student tutors interacted at some point directly or indirectly with all others involved with PEP. Therefore, their evaluative input is crucial to making decisions about PEP's future. They were asked to rate several aspects of PEP on a scale of one (worst) or ten (best). The ratings are a simple average of the responses.

These ratings indicate that the role of program director (9.3--highest rating) and her administration of PEP (8.4) were the most positive factors in the program. Help from the coordinator and teachers followed closely. There were also high ratings for the tutoring sessions (8.1) and the field trips (8.1). At the lower end of the spectrum was the facility where the sessions were held (6.2--lowest rating), help from parents (6.6), and the enrichment sessions (6.7). These ratings substantiated many of the comments made by the tutors and others. The table follows:

No. replying	Aspect of Program	Average rating
10	a. Structure/ organization of PEP	7.3
10	b. Administration of PEP	8.4
10	c. Help from teachers	8.2
10	d. Help from program director	9.3
10	e. Help from program coordinator	8.3
5	f. Help from parents	6.6
10	g. Help from other tutors	7.1
10	h. Resources/materials available	7.2
10	i. Facility where sessions held	6.2
10	j. Tutoring sessions	8.1
10	k. Enrichment sessions	6.7
9	l. Field trips	8.1
9	m. Training sessions	7.2

Children Participants

The pre-post-test questionnaire was administered to the children in January 1988. Responses provided by the use of this instrument give added insight into the personality of each child as well as additional information regarding their family, friends, favorite things/times, and so on from their perspective. At the time of administration, all ten children reported that they planned to go to college for various reasons. Their chosen professions at that time were teacher (3), lawyer (3), scientist, engineer, model, and professional football player. According to data provided by the tutors' evaluation instrument at the end of the grant year, eight children now plan to attend college, one does not plan to attend, and one is not certain. The pre-/post-test questionnaire will be administered to this group of children (for this year only) in September. In future years, this instrument will be administered at the beginning of the program year in September and then again at the end of May.

According to information provided by the Impact Questionnaire after the group visited the Center for Puppetry Arts in Atlanta in January 1988, all the children "enjoyed" this activity and thought that their other classmates would like to have a similar one. it should be noted again that the teachers, tutors, and parents interviewed reported that these children's self-esteem seemed to be increased by their participation in PEP. This notion seemed to be reinforced by the fact that they wanted their peers to know of

their experiences. Also, one could see their pride as they wore their "PEP" sweatshirts (photographs were provided). Their participation in this program indeed set them apart as being "special" in a positive way.

Seven questionnaires regarding the February 1988 visit and tour of the campus were returned. Six children "enjoyed" this activity and wanted "to do this or something similar to it again." Only four questionnaires were completed after the trip to the American historical Society in April 1988. Mixed reactions were reported to this activity varying from "too much walking" (3 of the 4) to "I did not enjoy this activity" (2 of the 4) to "I enjoyed everything" (1 of the 4). From a cultural point of view, this was no doubt a very worthwhile, though different, activity for these students.

Greek Letter Organizations

In evaluating their own activities provided for the children, the students of Alpha Phi Alpha, Alpha Kappa Alpha, Omega Psi Phi, Delta Sigma Theta, Phi Beta Sigma, and Zeta Phi Beta expressed pleasure at having had the opportunity to "provide community service" and they gave themselves high marks on the overall success and delivery of each activity. Asked how they would do things differently if given the opportunity to repeat this same activity, the following suggestions were cited: "Extend the time, needed more games, provide literature about college, divide the group into two groups, prepare a video presentation for the kids" and so on.

When asked to plan activities during 1988-89, these organizations will no doubt be able to provide interesting and informative experience for the children.

Parents

Three parents were interviewed by the evaluator. One parent had had the opportunity to observe during one of the tutorial sessions and was very pleased with her daughter's progress. Although the other parents had not personally observed the program, they seemed genuinely pleased and proud that their children had had this experience. They agreed that their support in the background--encouraging their children to cooperate with tutors and to attend every session--was very important to their children's success. Some of the strong points of PEP according to these parents were the following: children were encouraged to go to college; transportation was provided; educational trips were included in the program; children learned things not taught in the school curriculum; the close friendship that the children developed with the tutor, and so on. All parents said that they were willing to help with PEP in any way.

SUMMARY OF FIRST-YEAR EVALUATION

As one may be able to discern from reading this report, PEP is multidimensional with a matrix structure that requires the involvement, cooperation, and dedication of many individuals performing various functions and working independently and interdependently at several levels. It is clear to the evaluator that PEP is on course, functioning well, and meeting its two-fold

goal. The program objectives have been met and the program is being administered with professional skill and insight. As necessary from time to time, changes have been made to accommodate unique needs not foreseen at the time of program development. Considerable attention is given in this report to the attitudes, reactions, and responses of the student tutors because they comprise the crucial link that may determine whether PEP is ultimately successful or not. This is true because the tutors work directly with the children on a regular ongoing basis. Whether they are good role models willing to "go the second mile" in helping, caring, teaching, and so on may, in part, chart the direction of these children's lives. Further, as future leaders in the larger society, their experiences while at West Georgia College could possibly create an inward desire to not be complacent, apathetic citizens but instead to care enough to try to make a positive difference in schools, neighborhoods, churches, and places of employment.

IMPLEMENTATION ACTIVITIES AND ASSESSMENT OF THE 1988-1989 PROGRAM

Implementation Activities

The program director continued to give very effective leadership to the Precollegiate Enrichment Program in its second year. She again received the full assistance and support of the West Georgia College President. In fulfillment of objectives number one and number two, she made the necessary contacts and secured staff for the continuation of the program. She also

coordinated and/or led training sessions for the college student tutors as set forth in the proposal.

Campus activities for the PEP children were arranged by student volunteers from various minority student organizations in fulfillment of objective number three. As during the first year, these activities included campus tours, group discussions, and entertainment.

In fulfillment of the fourth objective, with the assistance of the West Georgia College Foundation and the Division of Budget and Research Services at the College, efforts have been made to procure funds for the continuation of program similar to the Precollegiate Enrichment Program. Proposals were submitted to the Fund for the Improvement of Secondary Education, and Southern Education Foundation, the BellSouth Foundation, the Coca-Cola Foundation, and the Georgia Power Foundation. Since final responses have not yet been received, the future of this kind of initiative is uncertain.

With submission of this end-of-year evaluations report all activities related to the fifth objective have been completed.

ASSESSMENT OF THE PROGRAM

College Student Tutors

Nine of the ten college student tutors completed and returned the program evaluation instrument. They reported that they all fully understand the purpose of the Precollegiate Enrichment Program, expressed satisfaction for having participated in the

program, and said that if given the opportunity, they would continue as student tutors in the future.

In addition to the personal benefits from the program such as becoming more patient, using knowledge from classes, becoming more aware of the needs of today's youth, and realizing the importance of community service, the college student tutors cited several important financial benefits such as paying interest on student loans and having funds for groceries, gasoline, and school supplies.

All nine tutors reported that the children now plan to attend college. (According to them, one child had not planned to attend college at the beginning of the grant year.)

Middle School Personnel

The school principal reported that the Precollegiate Enrichment Program went well this year and that he continued to be impressed by the fact that middle school children were willing to "give up" three hours of free time each week in order to participate in the program. he attributed this to the one-to-one contact and attention provide by the tutors.

Two teachers were asked to assess the program and both agreed that PEP had a highly successful year. They reiterated that one of the strong features of PEP was that it was designed for "middle-level, passed-over" children who neither fall in "gifted" nor "at risk" categories. Both teachers commented that the play presented at the College by the PEP children in May was the highlight of the year.

The instructional assistant, also a teacher at the school, noted that her work coordinating the enrichment sessions was more effective and efficient due to the organizational work done during the preceding summer when she was able to make contacts with prospective presenters. She further emphasized that her experience in general last year working with the college tutors and the PEP children had helped her to make an improved contribution this year.

Children

Seven of the ten children completed and returned the pre-/post questionnaire designed to be administered at the beginning and at the end of each program year. All seven children "plan to go to college." In citing career aspirations, five children plan to become medical doctors, one would like to become an actor, and the other chose teaching.

Parents

All of the parents of children in the program completed and returned the parent questionnaire. The parents indicated that their children "enjoyed the program" and that they would like for their children to be involved in a program like PEP again. They all also indicated that they would like for their children to attend college. Asked how their children have benefitted from PEP, some reported that grades and behavior had improved. One parent indicated that her daughter is now enrolled in honor classes because of improved grades during her PEP experience. Another reported that her daughter now wants to become a teacher.

SUMMARY OF SECOND-YEAR EVALUATION

The Precollegiate Enrichment Program has been exceptionally successful in impacting the lives of its college student tutors, as well as those of its children participants. Through this community service intervention, West Georgia College student tutors have provided significant, meaningful assistance to a selected group of children from a local middle school. The program was administered with professional skill and insight, its objectives were met, and its two-fold goal was accomplished. West Georgia College, the West Georgia College Foundation, the Carrollton City Schools, and the Fund for the Improvement of Postsecondary Education are to be commended for successfully implementing a program of such high calibre.

The long-term impact of PEP on the college student tutors will not be immediately seen. The same is especially true for the middle school children. For the tutors, the effects will be seen as they enter the world of work and the communities in which they will reside, willing to render service where needed. For the children, as they matriculate in junior high and high school and move toward their goal of enrolling in college, one must wait to see whether the Precollegiate Enrichment Program has helped to chart the direction of their lives.

CONCLUSIONS AND INSIGHTS

The Precollegiate Enrichment Program met its established goals and was considered to be a beneficial experience for college students, the children, the college, and the Carrollton community.

A result of its success can be seen in the development of another proposal, based on PEP, but expanded to involve 100 children and college students, with a program emphasis, designed to stimulate children's interest in the fields of Mathematics, Science, and Teacher Education. Corporate funding sources are being solicited to fund the program.

The following insights were garnered in implementing the program:

Insights

The concept of paying college students who have a financial need to do community service work is a challenging one as some students placed a higher priority on receiving the stipend, than on being of service to others. Students of this nature were more evident during the first year of the project as several decided not to continue at the end of one quarter. Perhaps because a more realistic picture was given of expectations, in the second year, no student withdrew after one quarter. During the screening interview, much more emphasis was placed on serving the children vs receiving remuneration. It must be mentioned that five of the tutors from the first year's program, continued into the second year.

An intrinsic value of the program for the college students was noted in their heightened desire to maintain better than average grades in their classes. Several tutors stated that as they prodded their child to perform academically, they found themselves

using the same words to make them go the "extra mile" in their studies. Therefore, the tutor and child were in friendly competition with each other.

The important role that faculty members played was not considered during the proposal writing stage. They were invaluable resources for conducting the enrichment sessions. This type of involvement could be a positive strategy to involve faculty members in community service projects and obtaining college-wide support for such program.